DOCUMENT RESUME

ED 141 306 SP 011 157

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TITLE 1976 Follow-up of 1970-76 College of Education Graduates. University of Maine, Orono.
PUB DATE 76
NOTE 20p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Career Choice; College Graduates; Educational Research; *Employment; Employment Patterns; *Followup Studies; *Graduate Surveys; Job Satisfaction; Professional Training; School Surveys; *Teacher Education; *Vocational Followup
IDENTIFIERS *University of Maine

ABSTRACT

This paper gives the results of a followup study of the graduates (1970-76) from the college of Education at the University of Maine at Orono. Questionnaires were sent to randomly selected graduates, 342 of whom responded. Twelve basic topics were covered in the survey: (1) How did you find your present job? (2) What was the most important reason for getting your job? (3) If you had a choice now, what would you do? (4) What was the primary reason for taking present job? (5) How well did your education prepare you for present job? (6) If you were beginning your undergraduate program again, what would you change? (7) What undergraduate courses were most valuable to you (graduates who are in teaching)? (8) What undergraduate courses were least valuable? (9) How would you rate career advisement and guidance? (10) How would you rate program instruction? (11) What competencies were lacking in your first year of teaching? (12) What changes would you recommend in the undergraduate teacher education curriculum? The largest percentage of those responding to this survey were actively teaching; however, many had jobs in other fields. The replies to survey questions are listed in tables, and a sample of the questionnaire is included. (JD)

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1976 Follow-Up of 1970-76 College of Education Graduates University of Maine Orono

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One component of the evaluation model devised for College of Education programs is the systematic follow-up of graduates. The information gained will be combined with other sources of information to evaluate the undergraduate preparation of teacher education graduates.

METHOD

SAMPLE

A thousand individuals were selected randomly from a list of 1970 to 1976 graduates. Three hundred forty-two graduates responded to the survey or 34.2%.

Approximately half were male and half, female. Approximately 48% were employed as teachers in the elementary or secondary schools, 3% in educational administration positions. 17% were enrolled as full time students in graduate schools, 3% were unemployed, 7% were housewives, 2% were in the armed services and 20% were employed in positions other than in education. Those not employed in education were in positions such as sales. secretarial, office manager, artist, waitress, office supervisor, bartender, accountant, manpower counselor, rental manager, homeheating, bank teller, controller, technical writer, parks-recreational director, employment counselor, laboratory technician, bookkeeper, etc.

INSTRUMENT

The instrument consisted of 66 items. The first series of 9 items were demographic. The graduates were asked their year of graduation, current position, years in this position, other

positions held and what education they completed after graduation. The second series of 6 items related to their satisfaction with their job and education, and motivation for taking their present job.

The third section asked the graduates to rate 20 components of their undergraduate program in terms of the value these were to them in their present job. The fourth section asked the respondents to rate 9 components of graduate study if taken at UMO.

The fifth section dealt with their attitudes toward career advisement and guidance and consisted of 6 items. There were 8 items on the instructional component of their program.

There were than a series of open-ended questions on whether they felt that there should be changes in the undergraduate curriculum and if responding "yes",to list the recommended changes. They were asked to list the courses which were of most value to them and the least value to them. Those graduates who were teaching were asked to list the competencies they found that they lacked the first year they taught.

The items selected for the instrument were chosen from items utilized in previous surveys of College of Education students and other studies conducted by the investigator of teacher education graduates and youthful Maine workers.

PROCEDURE

The surveys were mailed to random names of graduates generated from a computerized list. A cover letter from Dean Muro, the survey form and a return envelope were included in the packet. The graduates were asked to respond anonymously to the survey.

The data were coded and key punched. For the purpose of this report, data have been translated into percentages where appropriate or presented in rank-order.

RESULTS

The results will be presented in sections. The first section relates to the satisfaction of graduates with their present job and education and their motivation for taking their present job. The analysis is divided into two categories for each of the questions asked, percentage of those working in the field of education as compared with those who took jobs in other areas than education.

MOTIVATION AND SATISFACTION

The graduates were asked how they found their present job. The results are presented in Table 1. Over half of those in teaching got the job on their own as compared to 30% of those not employed in the field. Twenty-three percent of those not working in the field of education utilized employment agencies to only 3% in the field. Approximately a tenth of both groups utilized the university placement service.

The perception of graduates as to why they received their present job is reported in Table 2. Personal recommendations is viewed as a more important dimension for those working in teaching than those not. Educational Training was viewed more important by those working outside the field of education.

Satisfaction of the graduates with their program from looking at what they would do now is reported in Table 3. The difference between the two groups primarily relates to the type of training they desire. A third of the teachers give as their first choice

Table 1

HOW DID YOU FIND YOUR PRESENT JOB

	% Employed In Education	% Employed Outside Education
On Your Own	53	30
Employment Agency	3	23
University Placement	11	10
Newspaper Ad	5	6
Personal Contact	21	16
Referral by Professor	1	13
Thru Family or Relative Help	3	0

Table 2

WHAT DO YOU THINK WAS THE MOST IMPORTANT REASON FOR GETTING YOUR PRESENT JOB

	% In Education	% Outside Education
Educational Training	18	30
Past Work Experience	25	23
Personal Recommendations	30	10
Educational Achievements	6	6
Personality	10	16
No Particular Reason, A Vacancy Existed	10	13

Table 3

IF YOU HAD A CHOICE NOW WHAT WOULD YOU DO

	% In Education	% Outside Education
Go Back To School For Advanced Training In My Area of Specialty	32	10
Go Back to School But Change Type of Specialty	20	40
Stay in Present Position	32	30
Work Elsewhere but in the Same Type of Job	8	10
Work Elsewhere but in a different type of job	8	9

go back to school for advanced training in their area of specialty, while 40% of those not in education would go back to school but change their type of specialty.

Their primary reason for taking their present job is presented in Table 4. The primary reason for both groups was job availability; job interest was second.

The graduates were asked how well their education prepared them for their present job. The ratings are listed in Table 5. The graduates who remained in education felt that their education adequately prepared them. Approximately 75% of this group responded positively to only about 25% of those not employed in the field of education.

The sample was asked what they would do if they were beginning their undergraduate program over again. The responses are presented in Table 6. Fifty-six of those in teaching would probably or definitely major in the same field to only 26% of those outside the field. About 70% of those not employed would major in a different field if they had it to do over again.

Table 4

PRIMARY REASON FOR TAKING PRESENT JOB

	In Education	Outside Education
Job Availability	48	50
Salary	8	10
Geographical Location	15	6
Interesting	25	23
Other	3	10

Table 5

HOW WELL DID YOUR EDUCATION PREPARE YOU FOR PRESENT JOB

	In Education	Outside Education
Very Adequately	11	10
Adequately	65	13
No Relationship to Present Job	6	43
Inadequately	15	23
Very Adequately	1	10

Table 6

IF YOU WERE BEGINNING YOUR UNDERGRADUATE PROGRAM AGAIN WOULD YOU

	In Education	Outside Education
Definitely Major in The Same Field	40	10
Probably Major in The Same Field	15	16
Unsure	6	5
Probably Major in a Different Field	23	16
Definitely Major in a Different Field	15	53

RATING OF COURSES

The graduates were asked to rate courses or course areas on a 9 point scale as to how well the courses prepared them for their present job.

One represented "very poorly" and nine, "extremely well". For this report the ratings of College of Education courses will be just included. The mean ratings are presented in Figure 1.

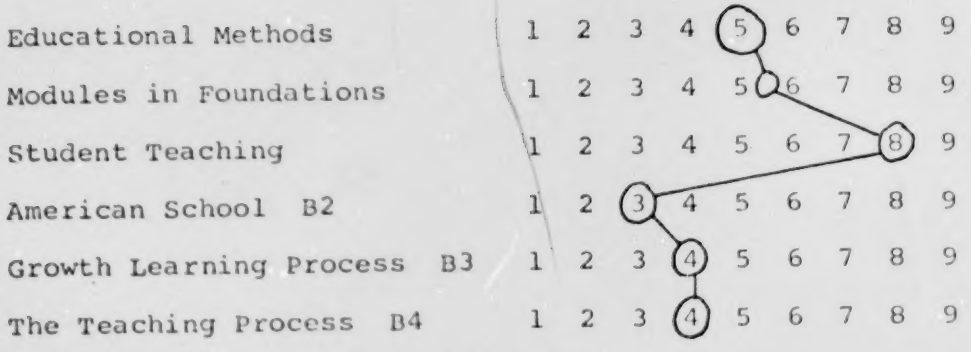

FIGURE 1

MEAN RATINGS OF SELECTED COLLEGE OF EDUCATION COURSES

The most helpful course experience rated by the students was student teaching. The least valuable courses were the foundations of education courses. It should be noted that the modular program in foundations of education has replaced the B2, B3, B4 foundation of education courses. Students graduating within the past four years have been either partly or fully enrolled in the modular program. The modular program did receive a higher rating than earlier graduates gave to the B sequence courses.

Another type of rating of the program of studies was achieved through asking the respondents the two courses they perceived as having been of the most value to them and the two courses as having been the least value to them. See 6a.

The graduates were asked to list the two undergraduate courses which have been of the least value to them. The courses listed by the graduates who remained in the field of education were categorized and the list present in rank order by frequency of mention in Table 8.

Table 7

UNDERGRADUATE COURSES

RATED AS MOST VALUABLE TO GRADUATES IN TEACHING

Rank	Course
1	Courses in major or content field
2	Student teaching
3	Methods Courses, especially in reading, mathematics and children's literature
4	Foundations of Education, American School, Growth-Learning Process, Ed. Psych. and the Teaching Process
5	Psychology, Child and Adolescent Psychology
6	Sociology
7	Composition

Table 8

Undergraduate courses rated as Least Valuable to Graduates in Teaching.

Rank	Course
1	American School
2	Growth Learning Process
3	The Teaching Process
4	Laboratory Science Courses
5	Educational Methods Courses
6	History of Education
7	Mathematics
8	Speech
9	English Composition and Literature
10	History

The attitude by Graduates toward the career advisement and guidance activities of the College of Education was measured by six items utilizing a 5 point Likert Scale. The results are presented by item and group in Table 9. Those who did not choose employment in education felt that they received inadequate guidance for career or job although they felt they received somewhat adequate academic advisement. Those remaining in teaching were most positive toward the program of career advisement and guidance. (See Figure 2)

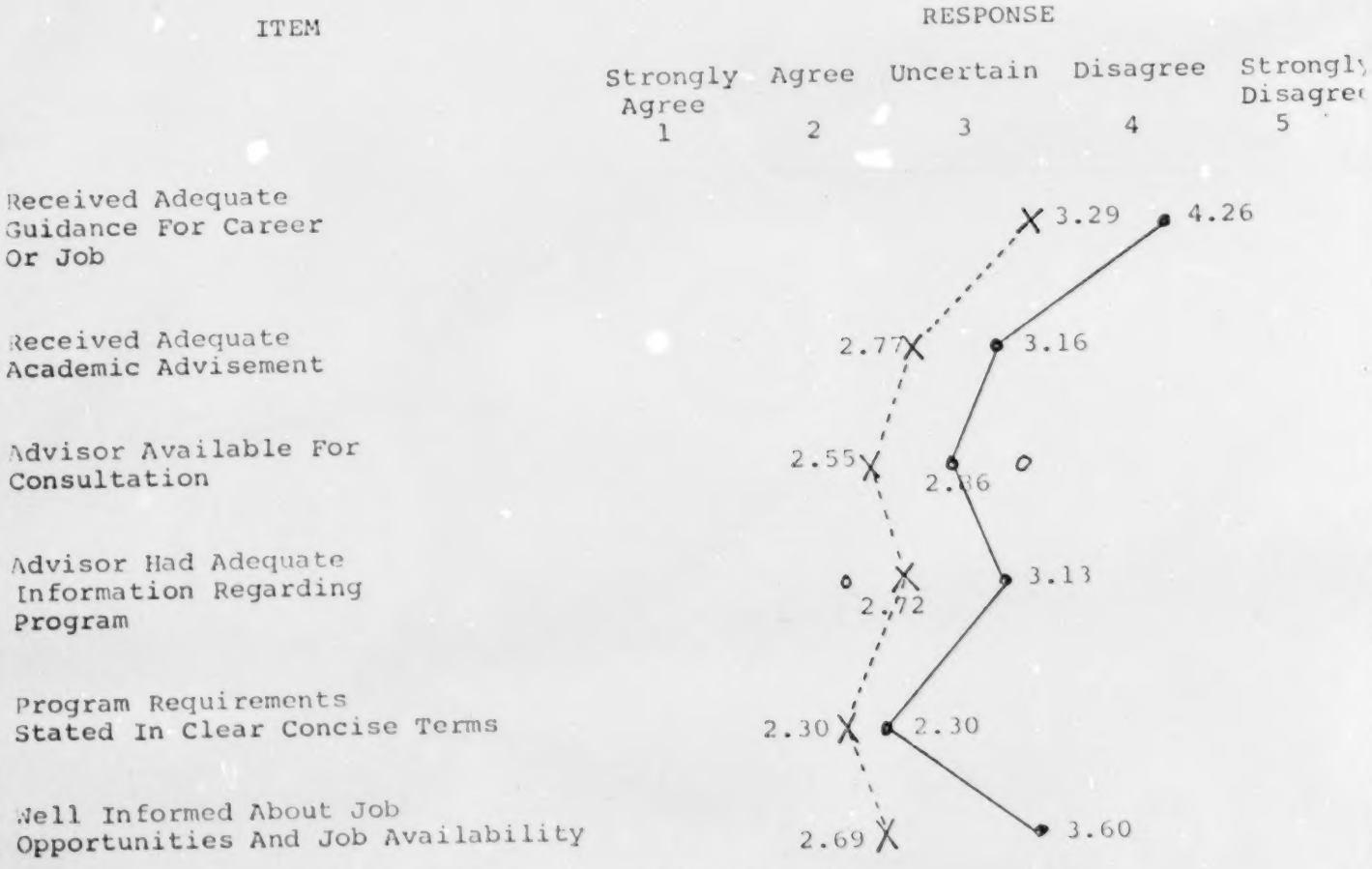

FIGURE 2

Mean Ratings on items relating to Career Advisement and Guidance of the two groups of College of Education Graduates

Key for Figure 2

---------- Graduates With Jobs in Teaching

_____ Graduates Unemployed or with Jobs Outside of Teaching

Table 9

ATTITUDES OF UMO COLLEGE OF EDUCATION GRADUATE GROUP
TOWARD CAREER ADVISEMENT AND GUIDANCE

Item		Response				
		SA	A	?	DA	SDA
Received Adequate Guidance For Career or Job	E	7	25	19	23	23
	OE	0	16	3	16	63
Received Adequate Academic Advisement	E	10	47	12	14	15
	OE	6	40	13	10	30
Advisor Available For Consultation	E	22	42	10	8	15
	OE	3	50	13	23	10
Advisor Had Adequate Information Regarding Program	E	24	29	13	15	17
	OE	6	36	10	30	16
Program Requirements Stated In Clear Concise Terms	E	24	52	7	7	8
	OE	10	70	6	6	6
Well Informed About Job Opportunities And Job Availability	E	14	39	19	16	10
	OE	13	10	20	16	40

PROGRAM INSTRUCTION

The attitudes toward program instruction of those employed in education as compared with those not are listed by item in Table 10. Graduates working in the field of education tended to view the instruction and instructors more positively than those not working in education.

Table 10

ATTITUDES OF UMO EDUCATION GRADUATES
TOWARD PROGRAM INSTRUCTION

Item		Response SA	A	?	DA	SDA
Courses By Education Easier Than Other Colleges	E	14	26	32	25	1
	OE	16	36	30	16	0
Faculty Interesting Well Qualified Instructors	E	1	38	23	29	5
	OE	0	36	33	26	3
Faculty Use A Wider Variety Of Teaching Methods Than Other	E	1	33	39	19	5
	OE	6	33	40	13	6
Faculty Enthusiastic For Their Courses	E	3	50	17	24	3
	OE	10	30	23	26	10
Use Good Examples And Illustrations	E	5	53	17	20	3
	OE	10	33	26	13	13
Showed Concern and Interest in Students	E	7	63	9	18	0
	OE	6	43	26	16	6
Faculty Well Prepared For Classes	E	9	65	16	9	0
	OE	6	50	30	10	3
Faculty Inspired Class Confidence In His Knowledge of Subject	E	7	58	8	23	0
	OE	3	43	26	20	6

COMPETENCIES LACKING FIRST YEAR OF TEACHING

The graduates were asked to respond to the question: If you have taught, what competencies did you find that you were lacking the first year you taught? The competencies are listed in rank order in Table 11.

Table 11

Competencies graduates lacked their first year of teaching.

Rank	Competency
1	Classroom control, classroom management, discipline
2	Organizing curriculum, selecting appropriate content of instruction, knowledge of content
3	Methodology of instruction, appropriate planning skills, methods and techniques, Reading methods of teaching
4	Knowledge of learning disabilities
5	Methods Evaluation and Measurement, Prescription, Diagnosis
6	Knowledge of Child Development
7	Communication Skills with Students, Administrators and Parents, Teachers
8	Legal rights of teachers, contracts, student rights
9	Record keeping, grading, attendance records

The most frequently mentioned competencies graduates lacked their first year of teaching was classroom control or management. It was listed by approximately ten percent of the respondents. The second most frequently mentioned area was the selecting of the appropriate content of instruction and/or knowledge of what should be taught. The third dealt with the technology of instruction. The graduates felt they needed more knowledge of specific techniques of instruction, especially of teaching reading on both the elementary and secondary levels.

It should be noted that primarily beginning teachers felt the need for more specific techniques, how to do it procedures than theoretical, or philosophical aspects of teaching.

CHANGES RECOMMENDED IN THE UNDERGRADUATE TEACHER EDUCATION PROGRAM

The statements of changes recommended in the undergraduate teacher education program were classified into categories and are listed by frequency of occurence in Table 12.

TABLE 12

CHANGES RECOMMENDED IN THE
UNDERGRADUATE TEACHER EDUCATION CURRICULUM

RANK	CHANGE RECOMMENDED
1	longer student teaching experience utilizing different context and grade levels or schools.
2	Early field experiences, beginning in the first year of the program.
3	Methods courses (Field Based)
4	Career Education and Guidance Courses
5	Program course work learning disabilities, diagnosis and prescriptive teaching.
6	Humanistic emphasis

GRADUATE FORM

1. Sex M F 2. Age ____ 3.Year Graduated with BA, BS, or B.Ed _____

4. Current Position_____ No. of years in this position _____

6. Other positions held _____

7. Have you continued your education? _____Yes _____No

	Type of Program	School	Degree/Certificate
8.	_____	_____	_____Yes _____No; If yes, what_____
9.	_____	_____	_____Yes _____No; If yes, what_____

10. What is your primary reason for taking your present job (previous position if not working)? _____Job availability; _____Salary; _____Geographical Location _____Interest; _____ Other (Specify)_____

11. How well did your education prepare you for your present job (previous if not working now)? _____Very adequately; _____Adequately; _____No relationship to present job; _____Inadequately; _____Very Inadequately

12. If you were beginning your undergraduate program, what would you do? _____Definitely major in the same field; _____Probably major in the same field; _____Unsure; _____Probably major in a different field; _____Definitely major in a different field

13. How did you find your present job (most recent if you are not working)? _____On your own; _____Employment agency; _____University placement service; _____Newspaper ad; _____Personal contact; _____Referral by professor; _____Thru family or relative help.

14. What do you think was the most important reason for getting your present job? _____Educational training; _____Past work experience; _____Personal Recommendations; _____Educational Achievements; _____Personality; _____No particular reason, a vacancy existed

15. If you had a choice now, what would you do? _____Go back to school for advanced training in my area of speciality; _____Go back to school but change type of speciality; _____Stay in present position; _____Work elsewhere but in the same type of job; _____Work elsewhere in a different type of job.

ON THE 9 POINT SCALE PROVIDED REACT TO HOW WELL YOU FEEL THE FOLLOWING TYPE OF COURSES PREPARED YOU FOR YOUR PRESENT JOB. MARK 0 IF YOU HAVE NOT HAD THE COURSE OR AREA LISTED.

Undergraduate	Rating									
	Very Poorly		Poorly		Average			Somewhat Well		Extremely Well
16. English Composition	0	1	2	3	4	5	6	7	8	9
17. Literature	0	1	2	3	4	5	6	7	8	9
18. Laboratory Science	0	1	2	3	4	5	6	7	8	9
19. Mathematics	0	1	2	3	4	5	6	7	8	9
20. Modern Languages	0	1	2	3	4	5	6	7	8	9

Undergraduate	Rating									
	Very Poorly		Poorly		Average			Somewhat Well		Extremely Well
21. Speech	0	1	2	3	4	5	6	7	8	9
22. Psycholocy	0	1	2	3	4	5	6	7	8	9
23. Philosophy	0	1	2	3	4	5	6	7	8	9
24. Sociology	0	1	2	3	4	5	6	7	8	9
25. Economics	0	1	2	3	4	5	6	7	8	9
26. Music	0	1	2	3	4	5	6	7	8	9
27. Art	0	1	2	3	4	5	6	7	8	9
28. Education Methods courses	0	1	2	3	4	5	6	7	8	9
29. Modules in Foundations	0	1	2	3	4	5	6	7	8	9
30. Major or area of concentration	0	1	2	3	4	5	6	7	8	9
31. Student teaching	0	1	2	3	4	5	6	7	8	9
32. The American School	0	1	2	3	4	5	6	7	8	9
33. The Teaching Process	0	1	2	3	4	5	6	7	8	9
34. Growth Learning process	0	1	2	3	4	5	6	7	8	9
35. Independent Study	0	1	2	3	4	5	6	7	8	9
Graduate Courses (If taken at UMO only)										
36. Seminar in American Education	0	1	2	3	4	5	6	7	8	9
37. Educational Measurement	0	1	2	3	4	5	6	7	8	9
38. Curriculum Courses	0	1	2	3	4	5	6	7	8	9
39. Seminars in Your Major	0	1	2	3	4	5	6	7	8	9
40. Methods Courses	0	1	2	3	4	5	6	7	8	9
41. Practicums in Your Major	0	1	2	3	4	5	6	7	8	9
42. Apprenticeships in Your Major	0	1	2	3	4	5	6	7	8	9
43. Independent Study	0	1	2	3	4	5	6	7	8	9
44. Courses outside the College of Education	0	1	2	3	4	5	6	7	8	9

CAREER ADVISEMENT AND GUIDANCE AT UMO -- REACT TO THE FOLLOWING AREAS ON A FIVE POINT SCALE (STRONGLY AGREE TO STRONGLY DISAGREE)

45. You received adequate career guidance and planning for your career or job?	SA	A	?	DA	SDA
46. You received adequate academic advisement for your educational program	SA	A	?	DA	SDA
47. Your Advisor was available for consultation at appropriate times	SA	A	?	DA	SDA
48. Your advisor had adequate information regarding your courses of study, certification, etc.	SA	A	?	DA	SDA

49.	Program Requirements were stated in clear, concise terms	SA	A	?	DA	SDA
50.	You were well informed about job opportunities and job availability	SA	A	?	DA	SDA

Program Instruction

51.	The courses offered by the College of Education are easier than courses offered by other colleges at UMO	SA	A	?	DA	SDA
52.	The Faculty of the College of Education have a reputation of being interesting and well qualified as instructors	SA	A	?	DA	SDA
53.	The faculty of the College of Education use a wider variety of teaching methods in their courses than do other faculties at UMO	SA	A	?	DA	SDA
54.	The College of Education Professors communicated their enthusiasm for their courses	SA	A	?	DA	SDA
55.	They made good use of examples and illustrations	SA	A	?	DA	SDA
56.	The professors showed concern and interest in students	SA	A	?	DA	SDA
57.	The professors were well prepared for class	SA	A	?	DA	SDA
58.	The professors inspired class confidences in his knowledge of the subject	SA	A	?	DA	SDA

59. Do you feel that there should be any changes made in the curriculum required for the undergraduate program? Yes No
60. If yes, what types of changes?

What two undergraduate courses have been of the most value to you?

61. (1)
62. (2)

What two undergraduate courses have been of the least value to you?

63. (1)
64. (2)
65. If you have taught, what competencies did you find you were lacking the first year you taught?

66. If you are entolled in a graduate program at the College of Education or completed such a program, what changes would you suggest in the curriculum required for the program? (Please specify the program and list your suggestions)